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ABSTRACT

Rapid social change has brought with it conflicts which are manifest in the institutions of the community, particularly the school system, which latter has become a focal point for social, political, and judicial action. Mechanisms for problem solving must be established at all levels throughout the school system. A system of communications must be organized to provide for input from and feedback to all concerned groups. The county staff has identified a broad approach and specific application which it is prepared to recommend. In each school the principal and a small group of key personnel identified by the faculty and selected by the principal should be trained to use problem-identification and problem-resolution techniques. The training is to be directed specifically to the needs of the school system. The training should be accomplished through short two- and three-day workshops followed up by periodic single-day sessions. The building of the cadre in each school should take place over an extended period, but it can begin to be a problem solving or reducing mechanism after initial training. The county staff, particularly the Title IV (Civil Rights Act) Human Relations Team, will provide support resources to schools in developing and implementing the cadre approach. (Author/JM)

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PROGRAM PLAN FOR IMPROVED HUMAN RELATIONS

1970-1971

Division of Instruction

Dade County Public Schools
October, 1970

UD011554

PROGRAM PLAN FOR IMPROVED HUMAN RELATIONS

INTRODUCTION

The Dade County Public Schools serve a community which encompasses highly urbanized, densely populated sections similar to those found in the industrialized North; other sections of the county are similar to those of the rural South; still other sections with large numbers of Spanish-speaking minorities are similar to parts of the southwestern United States. The mixture of North and South, industry and agriculture, English and Spanish creates a rapidly growing, vital, but socially complex community.

The Dade County Public Schools, as is true of all the other social and political institutions in the county, are experiencing the impact of rapid growth and a changing social context. In less than a decade the school population has grown by one-half; both voluntary and court-ordered desegregation have taken place, resulting in the reassignment of more than two thousand teachers and tens of thousands of students; more than 30,000 Spanish-speaking students have entered the schools. During the same period of time the influence of social unrest in the country as a whole and in the community has spilled over into the schools.

THE PROBLEM

Rapid social change has brought with it conflicts which are manifested in the institutions of the community, particularly the school system, which has become a focal point for social, political, and judicial action. As a result, problems which have always been with the schools have intensified and have taken on new form.

These problems can be categorized into three major areas of concern--those that are student-centered, those that are faculty-centered, and those that are community-centered. The categories are not mutually exclusive; therefore, overlapping does occur.

It should be clearly stated that though the intention here is to detail problems, the vast majority of students, faculty members, and patrons of the schools are successfully functioning within the context of change.

Student-centered concerns relate to two significant areas in which the student performs--student achievement and student behavior. In the area of student academic achievement and participation in the school program, problem areas are evident.

- -Many minority group students have been brought into an instructional program which was not originally appropriate to their achievement levels and interests.

- -Minority group students want to be provided the opportunity to participate in extracurricular activities.

-Black and Spanish-speaking groups demand curriculum which will preserve ethnic and racial identity.

-Students in secondary schools, reflecting militancy on the university campus, are demanding more extensive involvement in decision-making regarding curriculum, rules, and procedures.

Disruptive student behavior, though not a new problem, has become a critical issue for the schools. Intergroup conflicts seem to be increasing. Acts that are not socially or ethnically oriented involving individuals are often misinterpreted and result in group conflicts between blacks and native whites, blacks and Cubans, and between rival cliques.

-Maintaining classroom discipline is increasingly cited as a major problem for teachers.

-Students committing crimes against other students' persons or property is of major concern. Extortion and assault occur in the school as well as on the street.

-Acts of malicious vandalism directed toward the schools are increasing.

-The challenging of authority by students, without regard to racial or ethnic issues, creates conflict with administrators and teachers.

-As a means of resisting desegregation and the accompanying issues, student withdrawals and parent-supported absenteeism have created educational problems for the student and financial concerns for the system.

-Actions, both verbal and physical, interpreted as reflecting racial or ethnic prejudice precipitate disruptive behavior.

Faculty-centered concerns revolve around faculty performance and actions directed toward the faculty. Teacher-student, teacher-teacher, teacher-administrator, and school-community relationships are four broad areas in which problems arise.

-Large numbers of school personnel are for the first time dealing with students of a racial or ethnic group other than their own. Actions on the part of the adult, whether intentional or unintentional, are interpreted by students as the result of prejudice and, therefore, increase tension.

-Teachers, either because of racial attitudes or personality conflicts, have difficulty adjusting to working conditions such as team teaching, which demand more contact with their colleagues.

-A number of teachers resent the forced transfer which was court ordered in February, 1970. Negative attitudes have resulted, which increase tension in the school.

-What is considered to be inadequate organization (groupings) and inadequate materials to provide for a wide range of achievement levels result in additional tensions.

-Racially oriented student-student and student-teacher problems create a strain in relationships between black and white faculty members.

-Teachers, as well as students, are demanding an increased role in decision-making. Often this presents a threatening situation which contributes to tension.

Problems also have grown out of the fears, both justified and unjustified, which teachers have for their personal safety and the protection of their property.

-School personnel are afraid to go into the low socioeconomic neighborhoods, particularly after school hours.

-There is anxiety about the safety of cars and other personal property.

-Faculty members have difficulty developing and maintaining standards of behavior because of fear of physical violence from students or adults from the community.

-Teachers feel alienated from the community in which they are teaching, resulting in little real commitment to do more than that which is required.

-A number of teachers express their dissatisfaction by requesting transfers from the schools encountering the most problems. Faculty-turnover then creates an additional problem.

Community-centered concerns are those which revolve around the adult community. The actions of parents and other adults as individuals, and those of formal and informal organizations of nonschool youth and adults, and those of community agencies influence what happens in the school.

-Increased polarization in the community puts pressure on both students and faculty.

-Parental refusal to send children to some desegregated schools contributes to resegregation.

-Problems of public transportation and traffic safety contribute to parental anxiety.

-Many parents whose children were reassigned question the ability of the schools to provide adequate academic and vocational programs.

-Inability of law inforcement agencies to protect property of teachers contributes to their fears.

OVERALL APPROACH TO REDUCING PROBLEMS

It is unrealistic to believe that the problems identified can be completely resolved. It is both realistic and essential, however, that approaches to reducing the intensity of the problems be identified and implemented. To accomplish this, it is necessary to organize an overall process in which all persons concerned with or affected by the process are involved in a concerted effort to reduce or eliminate the factors contributing to the problem.

Mechanisms for problem-solving must be established at all levels throughout the school system. Students, parents, teachers, administrators, noninstructional personnel, and community representatives must be a part of the mechanisms which are established. Implicit within the problem-solving process is the system of communications which provides for input from and feedback to the concerned groups.

Such an approach provides a means for gradually removing the barriers to communications and for identifying interpersonal and intergroup problems which contribute to organizational problems. Alternative means of preventing or resolving the problems must be generated and considered for implementation.

The ultimate goal is to have a clearly defined and well understood process for problem-solving in each school. To reach this goal the school, the district, and the county administration have responsibilities.

The county staff has identified a broad approach and specific application of the approach which it is prepared to recommend and support.

In each school the principal and a small group of key personnel identified by the faculty and selected by the principal should be trained to use problem-identification and problem-resolution techniques. The training which is provided should not be the type usually identified as sensitivity training designed for personal change or growth. Instead the training is to be directed specifically to the needs of the organization, the school system. The training should be accomplished through short two- and three-day workshops followed up by periodic single-day sessions. The building of the cadre in each school should take place over an extended period, but it can begin to be a "problem-solving" or "problem-reducing" mechanism after initial training.

The establishment of a faculty team or cadre does not necessitate any additional personnel allocations. Examples of the specific tasks the cadre would perform are:

-Organizing and working with student representatives to guarantee fair representation for all groups within a school. Systems of representation based on neighborhoods, districts, or groups functioning with the school can be devised. (See Appendix A)

-Coordinating and working with biracial, grievance, discipline and other committees.

-Serving as liaison with parent groups.

-Identifying resource people (parents, teachers, noninstructional personnel, students, district and county personnel, community leaders) to be utilized in assuming responsibility for developing a communications system within the school.

-Planning the specific programs appropriate for their school which would introduce model procedures for effective group problem-solving.

-Providing guided practice sessions for students, parents, and teachers in improving intergroup relationships and communication skills.

-Planning programs designed to develop cross-cultural understandings. These could be done in cooperation with other agencies such as the Community Relations Board and the Greater Miami Coalition.

The county staff, particularly the Title IV, Human Relations Resource Team, will provide support resources to schools in developing and implementing the cadre approach. The county resources will be directed toward helping the individual schools develop an internally viable system.

The district's responsibility for implementing a long range program will be to organize the training; involve key district personnel in the training; and to implement and maintain the program. Sufficient funds have been provided in district budgets to provide the training. The funds are to be used to provide for the systematic implementation of a responsible program. Additional district resources should be used in support of the specific programs planned for each school. Priority for resource allocation should be to the schools with the greatest need.

SPECIFIC PROGRAMS

In addition to the broad approach to dealing with problem areas, specific programs are designed to deal with the area of student-centered, faculty-centered, and community-centered concerns previously identified. The Division of Instruction staff will have specific responsibility for coordinating these programs.

Student-centered concerns--Plans are under way to extend the training in classroom management techniques which was provided to 900 teachers during the summer. A series of training sessions will be made available to faculties and other groups of teachers. The thirty leaders trained for the summer program will be used to conduct the sessions. Modifications in the program are being made to shorten the training period. The Human Relations Resource Team has the responsibility to extend this program where needed, in cooperation with the district and school personnel.

The implementation of group-counseling programs is under way. The changing role of guidance personnel must relate to improving conduct of disruptive students. Tandem counseling, counseling conducted by more than one counselor--black and white, male and female, English-speaking and Spanish-speaking--is being developed. The Pupil Personnel Department in cooperation with the Resource Team has responsibility for assisting schools to implement the programs. They also share a responsibility for providing support to school discipline committees.

The Title IV Resource Team, in cooperation with the United Fund and the National Conference of Christians and Jews, is coordinating with district personnel a series of student seminars designed to involve students in the identification and resolution of countywide concerns. The seminars are part of the communication system which involves students.

The Resource Team is available to assist schools with the implementation of plans of organization of school committees which will answer the need for representation of the various ethnic and racial groups found in the school. Two such plans, the geographical plan and the "turf plan," have already been introduced into some secondary schools.

In cooperation with the Security Department and the Board Attorney's Office, and law enforcement agencies, the Division of Instruction will review policies and develop additional policy recommendations dealing with disruptive behavior. Through the use of media, efforts are to be made to have parents, students, and staffs become thoroughly familiar with the policies.

The Department of Program Development has the major responsibility for assisting districts and schools in implementing programs which can deal with the concerns regarding student achievement and relevant curriculum. Attempts to provide appropriate instruction are made through programs which individualize instruction, such as I.P.I., an individualized mathematics program, and through implementing effective grouping procedures.

Curriculum development projects such as Negro History and Culture, Sociology, Human Relations, and Spanish Culture, should provide opportunities which will contribute to reducing problems within schools. The efforts within special programs identified as compensatory, programs for the gifted, and bilingual programs should reduce some concerns related to student performance. Process-oriented programs such as Taba and Deciders are being implemented to provide for more active student involvement in problem-solving.

The Division of Instruction is involved in developing a communications program directed toward the student. Through instructional media, ITV, and printed matter students will be informed about what is happening in the system and why. It is assumed that many problems can be avoided if students, particularly secondary students, understand what is really happening in the school system.

Those programs or activities which have been successful in minimizing problems will be extended throughout the county as continued attention is directed toward new programs. For a description of programs that have been initiated in the past few years see Appendix B.

Faculty-centered concerns--The Staff Development Department is developing a series of courses and short term programs designed to develop leadership skills.

Opportunities for faculties or individuals to become involved in staff development programs directed toward cross-cultural understandings are being provided. Practical programs to develop greater understandings necessary to resolving communications problems are being developed. Specific plans are under way to provide training for personnel working in team-teaching situations.

The Human Relations Resource Team is prepared to assist school faculties in the procedures of conducting a problem census and an analysis of possible solutions. The team also has the responsibility to coordinate in cooperation with the Public Information Department, the efforts to extend the two-way channels of communications between the Division of Instruction and school faculties. Radio, television, and printed matter will be used to help faculty members feel more involved in the system. The Resource Team has conducted and is planning to conduct on request special workshops for transportation, clerical, custodial, and lunchroom personnel.

Community-centered concerns--The Resource Team is prepared to help individual schools develop contacts with the school community. It is prepared to help organize and plan meetings with parents designed to remove some of the parental fears and concerns about student safety and school policy and to devise methods for parental involvement in school affairs. Since the team includes both blacks and whites who are native American, Cuban, and Puerto Rican the team is prepared to assist schools and districts to meet and identify with representative community groups. The Resource Team will also compile a list of community organizations, agencies, or individuals outlining the services they can provide at the local school level. Copies will be supplied to all schools.

The Division is also working closely with countywide agencies such as the Community Relations Board, the Greater Miami Coalition, and the Dade County Public Safety Department in eliminating the issues which are being cited as those which cause students to stay out of school.

CONCLUSION

It is recognized that problems related to human relations will never be completely resolved. The school system has little or no control over the forces which create the problems. However, each school must develop an effective long-range program and proceed with implementing programs which offer partial solutions to the real problems of the schools. Specifically, the procedures employed must involve:

1. Mechanisms for problem-solving at the school, district, and county level.

2. Expanded systems of communications involving students, teachers, parents, and the adult community.

3. Effective programs related to discipline and disruptive behavior.

4. Continued development of relevant curriculum.

5. Programs designed to develop cross-cultural understanding and to reduce offensive behavior.

6. Programs which coordinate and mobilize community resources in the resolution of problems.

APPENDIX A

A SECONDARY SCHOOL ORGANIZATION FOR PROBLEM SOLVING

The Title IV Human Relations Resource Team is available to work with districts and schools to adapt a program such as the following to the individual school needs.

The following suggests an orderly procedure through which schools can reduce problems before they become of such magnitude that they interfere with the operation of the total school program. The suggestions are predicated upon the idea that involvement is a necessary part of the decision-making process, especially in areas where successful implementation of such decisions is dependent upon the support of those affected.

The suggestions may need to be modified to apply to a particular school situation. Appropriate training of those involved in the organizational machinery is a prerequisite to the success of any program.

SECONDARY SCHOOL ORGANIZATION FOR PROBLEM SOLVING

Each school should have an organizational structure for problem solving and decision making, involving faculty, students, administrators, and parents.

I. Faculty

A cadre of faculty members who have the respect of both teachers and administrators can help the school to improve its communication and problem-solving capacities. The cadre acts as a channel of communication and a catalyst for generating alternative solutions to school problems.

A. Selection of Cadre

1. The cadre should be mutually acceptable to both teachers and administrators and reflect the various viewpoints as well as racial and ethnic groups found among the total faculty.

2. Criteria for membership should be discussed at an open faculty meeting with each person having the opportunity to express his views about the type of individual characteristics necessary for effective functioning.

3. Final selection of the cadre might vary from school to school, i.e., the principal might have the faculty elect eight persons from whom he would select five; he might appoint two and have the faculty elect four; or he might allow the faculty to elect all teacher members to the cadre. In all cases the cadre should include the principal, or his representative, and a group of teachers.

B. Cadre Responsibilities:

1. Represent the faculty and administration in establishing policy, solving problems on school matters which affect them. This cadre should receive special training provided by the district or county.

2. Receive concerns from faculty, administration, parents, students, community, noninstructional staff, etc., and give feedback on problems worked on or resolved.

3. Identify specific parents, teachers, noninstructional and paraprofessional personnel, students, district personnel, county personnel, or community leaders representative of those who would be affected by the proposed solutions. Involvement would develop a commitment to the proposed solutions to the problems under consideration.

4. Meet with small groups on regular faculty meeting days to provide opportunities for every staff member to participate in the problem-solving mechanisms. a) These microcosms should also reflect the various viewpoints as well as racial and ethnic groups on the staff. b) A cadre member should be present but not necessarily be the leader in each small group. c) Involvement of students, parents, or other resources may be desirable.

5. Meet with a student advisory council, parent committee, and discipline committee, etc. to assist in reducing racial, ethnic, and all other school problems which might arise.

6. Establish school human-relations activities, utilizing county, district, and community resources.

7. Encourage multi-cultural discussion groups within the classroom on matters of interest to the students.

8. Assist in introducing new materials (books, films, tapes, etc.) in the area of intergroup relations as they are provided by district and county offices.

II. Student Body

At the beginning of the school year, students should elect three peers from their former schools to temporarily represent them until the students begin to gel as a student body and an official advisory council can be formed. This initial group should exist no longer than the first six weeks.

A. Responsibilities of Initial Group:

1. Meet weekly or more often with students from former schools to ascertain student concerns and to give feedback to peers on proposed solution.

2. Meet with the cadre to discuss issues which were identified in peer-group discussions and devise recommendations for resolving problems which exist.

3. Plan activities which would facilitate the gelling of the total student population, such as:

a. dances
b. assemblies
c. sport days
d. field trips
e. tag days
f. homeroom drives
g. election of homeroom officers
h. rap sessions
i. secret pals
j. dress-up days

4. Devise methods of implementing a schoolwide election of representative students to an official advisory council which would be representative of student-identified groups - not homerooms, academic areas, or administratively-selected students. Such methods might include:

   a. Turf plan. (Different groups operating within the student body select their own representative.)

   b. Geographical representation. (Breaking the school attendance areas into representative districts.)

B. Responsibilities of Official Student Advisory Council:

1. Meet with the cadre to solve problems and make decisions as they affect the student population.

2. Operate a student rumor-control center.

3. Be available to teachers seeking assistance with individual student or class problems.

4. Participate in meetings with security guards and area policemen to develop methods of improving student-police relationships.

5. Organize rap sessions for the purpose of opening lines of communication among students, faculty, and administrators.

6. Initiate school activities designed to provide participation for various student groups.

7. Coordinate activities with the Dade County Youth Council.

8. Participate, along with the members of the student population, in various human-relations activities as are provided through school, district, and county offices.

C. As an official arm of the Student Advisory Council, a group of representatives of groups in the school (Black, Anglo-American, Cuban, Puerto Rican-American) shall be established to act as a sounding board for racial complaints and devise methods for handling such complaints, communicate their activities to the student body, and work closely with the faculty and administration in problem solving. Each sub-group shall hold its own election without regard to the number of students within any particular group and be equally represented.

III. School Administration

To support the activities of the faculty and student body, specific arrangements would be made by the school administration.

A. Responsibilities:

1. Provide time for the formation of a cadre of teachers and administrators as described under Section I - Faculty.

2. Provide for training sessions during the school day for instructional, noninstructional, administrative staff, and student leaders.

3. Provide for the formation of parent groups.

4. Arrange homerooms so that no section will consist entirely of students from their previous schools.

5. Develop and implement plans to decrease conflict and increase cultural understanding. Such plans might include:

   a. small-group counseling sessions with cross-cultural student representation in each group

   b. classroom rap sessions on a regular basis

   c. assuring representation on all committees and participation in all activities commensurate with the cultural make-up of the student population

   d. jointly sponsored activities with other schools where students have the opportunity to work, perform, and talk together

IV. Community

There should be a committee consisting of selected school personnel and parents representative of the various ethnic and racial groups in the school. This committee would meet regularly with the principal and the cadre to improve school-community cooperation and understanding.

A. Responsibilities:

1. Confer with concerned parents or other community groups who feel in conflict with the schools. The committee would dispel false information and propose appropriate solutions to problems.

2. Keep lines of communication open by:

   a. explaining and interpreting school policies, plans, and procedures to the community

   b. feeding back the conditions, problems, aspirations, and desires of the community to school

3. Help recruit parents by publicizing the needs identified by the cadre in areas such as:

   a. tutorial positions for small groups of children

   b. monitoring hallways or cafeterias

   c. judging contests

   d. chaperoning activities

   e. becoming members of school committees

APPENDIX B

The following report, Programs and Services Designed to Improve Racial Relationships and Understanding in the Dade County Public Schools, presents a brief description of many of the human relations-related activities which have taken place during the past years.

PROGRAMS AND SERVICES DESIGNED
TO IMPROVE RACIAL RELATIONSHIPS AND UNDERSTANDINGS
IN THE DADE COUNTY PUBLIC SCHOOLS

A REPORT

from

THE DIVISION OF INSTRUCTION

September 25, 1970

Division of Instruction
September 25, 1970

PROGRAMS AND SERVICES DESIGNED TO IMPROVE RACIAL RELATIONSHIPS AND UNDERSTANDINGS IN THE DADE COUNTY PUBLIC SCHOOLS

OVERVIEW

Social change is a current frame of reference which locates the public schools directly in the center of the transition. This report, dealing with one major aspect of social change, will identify and describe actions and activities which have been undertaken by the school system to facilitate effective large-scale desegregation of Dade County schools.

It is recognized that human relations encompasses a far broader sphere than does the topic of race relations; however, the focus of this report will center on programs and services relating directly to desegregation. Included will be activities customarily described as human relations programs.

Within such a context, this report utilizes four major divisions, each reflecting an area of significant emphasis:

- *Human Relations Activities*
- *Community Relations Activities*
- *Curriculum Development*
- *Special Staffing Provisions*

In each of these four divisions, two basic dimensions, (1) *activities of a preventive nature* and (2) *activities to encourage the acceptance of varied attitudes, skills, and values,* will be indicated for the three levels of countywide, district, and individual school participation. Listing every activity of each individual Dade County school would be, of course, an impossibility; representative examples have been included.

HUMAN RELATIONS ACTIVITIES

The school system has made a concerted effort to prepare its personnel for school desegregation. Everybody in the system—from custodians to district superintendents—has had an opportunity for exposure to various kinds of programs designed to facilitate the system's desegretation efforts. Participation has been increasing steadily since 1966. During the first semester of 1969-1970, 837 persons engaged in human relations courses, or in planned activities for the development of good human relations experiences and sensitivity to human needs. At least that many more participated in the second semester. In the summer of 1970 two major programs involved more than 1000 key people. Workshops, institutes, and courses offered in human relations include the following:

Countywide Programs and Services of a Preventive Nature

Two-day desegregation seminars took place September 9 and 10, 1966, for approximately four hundred Dade County instructional personnel from all levels and areas of instruction. Prior to the workshop approximately 35 teachers participated in concentrated training in group dynamics techniques to prepare them as facilitators for the essential small-group discussions which followed keynote speakers.

Also, beginning in 1966 the preservice program for selected trainees for the elementary principalship in Dade County Public Schools was updated to include several days of group dynamics and human relations training at the Florida School-Desegregation Consulting Center located at the University of Miami.

Fifty secondary-level teachers of English participated during the summers of 1968 and 1969 in 6-week workshops designed to promote verbal interaction, an important aspect of good human relations, within their classrooms.

In a three-day advanced human-relations workshop, directed by Dr. Herbert Dandes, University of Miami, November 6-8, 1968, administrators from the Division of Instruction met for the purpose of developing a better understanding of group interaction and the process of implementing programs in human relations.

A countywide inservice workshop was conducted March 7, 1969, for 153 secondary-level home economics teachers, with Dr. Leonard Spearman of Southern University, Baton Rouge, Louisiana, as consultant and lecturer. Seminars featured themes concerned with understanding the educational desires and needs of students from low socioeconomic situations, as well as practical approaches for establishing good student-teacher relationships.

During July and August, 1969, a 30-hour inservice training program, "The Deciders," prepared 24 selected instructional leaders as trainees for a sequence of leadership training procedures developed to provide adults with new knowledge and skills necessary to establish effective communication with teenagers to help them make intelligent decisions about major social issues, such as racial problems. The leaders who were trained participate in the training of other leaders.

Occurring at the county level was a week-long workshop (May 4-8, 1970) focusing on human-relations attitudes, values, and programs in the schools, conducted by Mr. Jack Gant, Florida State Department of Education, and Dr. Allen E. Ivey of the University of Massachusetts, for selected teachers, counselors, and human relations specialists throughout the state. "A Performance-Based Human Relations Curriculum" was the theme of the workshop.

In February, 1970, 144 district- and county-level staff-support personnel for curriculum participated in two-day workshops funded by the Florida State Department of Education to assist in developing communication skills that are effective across racial lines.

The Pupil Personnel Leadership Seminar held in June of 1970 provided human relations training in communication skills for 66 assistant principals for guidance and for admi[illegible]ation; counselors; visiting teachers; psychologists; and human relations specialists. Further training includ[illegible]rticipation in a program of "The Deciders," a workshop experience described earlier.

Approximately 900 of the more than 2,000 teachers who were transferred during the faculty desegregation move of February 1970 met during the summer of 1970 in a series of two-week workshop sessions designed around good classroom-management techniques and the development of the attitudes and values that make for successful interpersonal relationships. This project of the Staff Development Department of the Division of Instruction was under the direction of Drs. Charles and Clifford Madsen, consultants from Florida State University, aided by eleven assistant consultants and a team of forty principals, assistant principals, human relations specialists, and counselors.

The following representative Dade County inservice courses organized since 1969 on a continuing basis for purposes of improvement of working relationships between groups or individuals of varying ethnic backgrounds and for imparting cross-cultural knowledge included 1,528 participants:

Human Relations in Modern America

Human Relations, Focus Integration

Human Relations, Credit Workshop

Leadership in Negro Culture

Contributions of Negroes, U.S.A.

Negro History for Elementary School

Negro History for Junior High School

Human Relations: School Psychologists

Literary Contributions of the Negro

Music: Contributions of the Negro

U. S. History: American Negro in Perspective

Workshop in Pre-planning Days for Incorporating
Negro History and Culture into the Curriculum

Various reports issued by responsible community agencies, especially those from the Community Relations Board and the Greater Miami Coalition, were used in developing programs for the school system. The insights contained in the reports and the specific recommendations made influenced countywide planning. Of particular value were the Community Relations Board report number four, "Proposed Plans of Action for Intergroup Relations in the Dade County Public Schools," and report number seven, "Report of the Special Ad Hoc Investigation Committee on School Concerns."

State legislation has been reviewed and revision has taken place in appropriate county policies, procedures, and practices concerning student behavior, student discipline, suspension and expulsion, and control of group disruption of school life. Where pupil hearings in these areas are necessitated, they are conducted with attention to due process to ensure speedy and just hearings that guarantee the rights of the student; these measures have assisted in improving public understanding of the schools.

Human Relations District Programs and Services of a Preventive Nature

A two-day workshop in group dynamics was conducted in 1967 for all district directors and approximately 35 principals, prior to and in preparation for systemwide involvement in desegregation. Experiences were provided in promoting understandings within and between groups of teachers; teachers and students; and school personnel and community representatives. Various techniques for achieving such understandings were explored.

During the past school year of 1969-1970, each of the six districts placed a priority on developing for their personnel those programs and activities which would improve working relationships and understandings between individuals and groups. Summary descriptions follow:

NORTHEAST DISTRICT—emphasized a human-relations training program for administrators, with all principals involved in a series of planned lectures and discussion groups directed by professional consultants to assist them in preparing for effective desegregation in their separate schools. Activities culminated in a three-day workshop in which the administrators received specific training on working constructively with their staff and with other administrators in developing an effective school-based human relations program.

NORTHWEST DISTRICT'S "Organizational Approach To Effect Human Relations" included a series of workshops involving each school principal and a minimum of one teacher selected by that faculty to attend a four-day human relations workshop, focusing on establishing a cadre within each school to assist directly in resolving school problems. The four-day workshops were followed by two-day institutes in which the cadre—10 to 15% of each faculty—participated. These workshops were conducted under the leadership of Mr. Max Birnbaum from the Boston University Human Relations Laboratory.

The *NORTH CENTRAL DISTRICT*—placed its emphasis for September 1969-May 1970 on leadership training as an effective preparation for desegregation. Workshops and institutes involving principals and teachers took place in a program relating directly to staff members, who would in turn act as resource personnel for school implementation.

The *SOUTHWEST DISTRICT*—involved its administrators and principals in seminars relating to desegregation during the past year. Community leaders, agency representatives, and professional consultants were utilized to assist in the development of human relations programs that would be effective in implementing desegregation. School principals could then apply appropriate ideas and suggestions gained from these workshops to their own school programs and community situations.

The *SOUTH* and *SOUTH CENTRAL DISTRICTS* —organized human relations workshops for direct involvement of their participants in problem-solving techniques which would be especially appropriate for use with faculty groups. The workshops offered opportunities to examine and consider attitudes which promote or deter optimal educational environments. Participants included the district staff, the principal of each school, and school staff members who had been previously selected as leaders in school efforts toward including Black History and Culture courses within the curriculum.

Human Relations Programs and Services of a Preventive Nature within Schools (Representative examples)

Because classroom behavior has been a major concern of teachers involved in or about to be involved in the desegregation of schools, programs and activities to improve this facet of human relations have included, since 1968-1969, emphasis on the following:

- *Institutes in group dynamics to improve interpersonal relationships*
- *Courses taught by psychologists in the principles of reducing existing teacher/pupil tensions*

Three school faculties met during the summer of 1968 in institutes designed to assist them in developing and applying techniques of group dynamics, and in improving instruction by recognizing the need for different programs and materials for children of varying educational and cultural experiences.

Dade County schools activated Discipline Committees for 1968-1969 to initiate a continuing analysis of their individual school problems relating to discipline and human relations. Activities and programs to extend improved discipline efforts were developed.

Countywide Human Relations Programs, Activities, and Services To Encourage Acceptance of Varied Attitudes, Skills, and Values

A systemwide workshop on the problems of discipline in the classroom took place January 19 and 20, 1968. Twelve teachers received concentrated training in group dynamics to prepare them as facilitators of small-group discussion at the district level, as well as resource persons for school-level seminars devoted to developing ways of improving teacher/pupil relationships.

Approximately two hundred elementary teachers and other instructional personnel were involved on November 15, 1968, in a 16-session (2 hours each) program on behavior in the classroom. This program was conducted by the school psychologists for the purpose of demonstrating to teachers how teacher/pupil relationships can be improved by applying effective principles and techniques of psychology and guidance.

The Summer 1970 Human Relations Workshop (see page 1), established for the teachers who were transferred in February, should be mentioned again at this point. The 867 teachers participating learned techniques of effecting improved classroom climate and, in turn, indicated growth in their own acceptance of differing attitudes and values.

District Human Relations Programs and Services To Encourage Acceptance of Varied Attitudes, Skills, and Values

Under the direction of a team of consultants from Florida Atlantic University, approximately twenty-five supervisory members from the district and the central office met during January-April, 1967, in 14 sessions (5 hours each) devoted to methods of improving communications, techniques of group dynamics, and the importance of awareness to the needs of others.

A workshop on environmental factors leading to desirable changes in behavior, led by Dr. Frank Hewett of U.C.L.A., November 4-8, 1968, was videotaped and is in use throughout the districts for staff development purposes. *(See also District Programs and Services of a Preventive Nature.)*

School Human Relations Programs and Services To Encourage Acceptance of Varied Attitudes, Skills, and Values

Beginning in January, 1968, school librarians have made concerted efforts to purchase and make available at all school levels the print and nonprint materials devoted to presenting the place of the multiethnic groups in the history of our country and on the current scene. In May, 1969, all school libraries throughout the county benefited from a private gift made expressly for the purchase of books that would foster better human relations in our schools.

COMMUNITY RELATIONS

Efforts are directed to improving interpersonal relationships with the community at large. A good example of this is the support given by the school system to projects like the Model City Project, the Neighborhood Youth Corps, and the Youth-Serving-Youth Tutoring Program. Representative programs and services of our own are mentioned below.

Countywide Programs and Services of a Preventive Nature

Beginning in the 1968-69 school year, the Superintendent of Schools, his staff, and the district superintendents were involved in a series of meetings designed to deal with desegregation issues. A primary purpose was to develop an understanding of community concerns and an awareness of the activities of other community agencies.

A 16-session (2 hours each) seminar on awareness of current school and community problems was conducted for 18 principals of elementary and secondary schools located in economically depressed areas, February–May, 1966. This seminar, under the co-direction of Drs. Herbert Wey of the University of Miami and Donald Burroughs, a Dade County senior high school principal, had guest consultants from the University of Florida, the New York City School System, and the Dade County Health Department who shared their experiences.

In January of 1970, a 10-session television series was designed to develop greater awareness of racial and communication problems in the schools and community. Dr. L. Spearman and Dr. Melvin Butler, human relations specialists from Southern University, Baton Rouge, Louisiana, acted as consultants for this series.

District Programs of Preventive Nature

Each district within the school system develops programs and committees for involvement of its own community and schools. One example is that from North Central District in which a group of principals participated during the summer of 1967 in a workshop in group dynamics, school-community involvement, and human relations at the renowned Bank Street Institute located in the Harlem District of New York City.

Provisions are made for each of the six districts to conduct, within its own community area, public hearings on boundary proposals for school attendance and desegregation plans. Countywide hearings are held before proposed boundary changes are adopted by the School Board.

School Programs or Activities of a Preventive Nature

The Community School Program, begun in 1962 with a pilot project, in 1970 reached a size of 24 schools participating and offering school facilities to the community in a program of cultural, academic, and recreational dimensions.

Better communication procedures providing the community with updated information have resulted in the establishment of telephone rumor-control lines. Emergency hot lines have been installed to guarantee immediate communication between administrative offices and schools in emergency situations. All general announcements distributed through the schools to parents are provided in both English and Spanish.

New School Board Regulation 5150 effective with the 1970-1971 school year, provides for certain committee activities designed for school-level implementation, as follows:

> "In order to contribute to the development in students of an understanding of their rights and responsibilities as participating and involved citizens, each principal shall see that the following schoolwide faculty and/or student committees are created and properly supervised and that the appropriate district superintendent is informed of the nature of the organization and function of each committee:
>
> *Committee on Student Behavior*—to concern itself with the development of appropriate standards of student dress, attitudes, and behavior.
>
> *Multiethnic/racial Committee*—to foster harmony in human relations within both the classroom and the activities program of the school.
>
> *Grievance Committee*—to establish and publicize the procedures through which students may voice complaints, may have a recognized forum for expressing opinions, and may make constructive recommendations for student relations and school improvement.
>
> *Parent Committee*—Each principal shall establish a parent organization, such as the PTA or other participating parent organization, to assist in providing the community support necessary for sound student behavior as well as the support for other school programs . . . ."

School Program or Activity Designed To Encourage the Acceptance of Varied Attitudes, Skills, and Values

The Dade County Youth Council met on May 2, 1969, at Temple Israel in an all-day meeting of Dade students designed to be a direct confrontation with educational and community leaders. Attendance was 384 students, 36 adults. The students formulated recommendations for improving human relations in the schools and directed these recommendations to all school administrators within the County.

CURRICULUM DEVELOPMENT

Of major importance in achieving the county's goals of full desegregation are the development of appropriate curriculum and support materials and creation of many inservice experiences related to the inclusion of Negro history and culture in the existing curriculum. Consequently, CURRICULUM DEVELOPMENT emerged as an important responsibility, and heartening experiences of generous sharing and of gaining new insights and skills have taken place.

Countywide Programs and Services of a Preventive Nature

Conscious that many teachers would be confronted with the problem of communication with people of a different culture and that lack of knowledge frequently causes negative attitudes, the school system made it possible for teachers to take courses giving them background designed to help them adjust to a different culture. During the first semester of 1969-1970 more than 1,159 persons were involved in workshops and courses in Negro history and culture. Additional numbers participated during the latter half of the school year.

Last year saw the introduction of Negro history and culture courses into the public schools at the student level. To prepare themselves to teach these courses, hundreds of teachers and administrators attended institutes the previous spring and winter on the subject of the Negro in America and his contribution to American history and American culture. Highlight courses are described as follows:

The institute, "The Negro in American History," was conducted at Highland Park Center, March 4-8, 1968, by the Social Studies Department of the Division of Instruction. The concept of democracy respecting the worth of the individual was the theme introduced by the instructor, Mr. Erwin A. Salk, to approximately one hundred Dade County teachers planning for the introduction and development of black culture and black history in their courses.

Continuing the theme of "The Negro in American History," two-week institutes for teachers were held beginning in November of 1968 and continuing throughout the school year through March, 1969. More than 550 Dade County teachers and administrators studied the culture, history, language, literature, and art of the Negro race. Techniques were developed for building a firm foundation of knowledge and respect within an integrated curriculum. Instructors were Dade County personnel and nationally known consultants, including Messrs. James H. Brewer, William Couch, Robert E. Stack, George Bittle, Joseph H. Taylor, Leedell Neyland, William L. Katz, Warren Halliburton, Richard S. Cook, William S. Johnson, Alan Rothfarb, and James B. Randolph.

Six-week summer inservice institutes began in 1969 to develop authentic curriculum materials concerning Negro history and culture, and to recommend effective teaching techniques for working with the materials. Fourteen elementary and forty secondary teachers participated in the first institute, developing thirteen learning-activity packages for grades 1-6 and curriculum for secondary elective courses.

In 1969-1970 the schools incorporated a multitude of materials to support the teaching of Negro History and Culture, Negro Contributions, the African Heritage, and Human Relations. These were used for teacher training and in the classrooms. They included 3,508 books and other text publications, 44 films, 835 magazines, and concept pictures for use in teaching students. Beamed to teachers and into classrooms were 16 television shows and one radio show, all produced by the school system.

Seven special telecasts were developed and presented countywide to improve communications relative to staff desegregation.

Bibliographies were prepared and circulated to supply school librarians, subject supervisors, and faculty groups with lists of books and resources concerned with multiethnic/racial groups.

January 21, 1969, saw the beginning of Negro History and Culture Curriculum Development Project with an interdisciplinary committee of six teachers and one coordinator to research Negro contributions to American culture, while eight writers produced curriculum materials and elective courses of study on Black culture and history for Dade County schools.

In March of 1969, a series of filmed human-relations inservice lessons was developed for inservice teacher use. Excerpts from the CBS "Of Black America" series were incorporated.

A Spanish-culture ITV series was produced in 1970 for the secondary student and his teacher who are not familiar with aspects of the Spanish speaker's culture which differs from their own. These films lead to the development of a positive attitude toward the Spanish-speaking members of our schools and civic communities.

Conversely, "En Los Estados Unidos" ("In the United States") is a series of six programs produced completely in Spanish and primarily intended for the Cuban community, especially for children of all ages either entering or intending to enter school in the United States, specifically in Dade County. Children and parents readily identify with the real pupils and the adults participating throughout the six programs.

Negro History and Culture, a curriculum guide, was prepared in September 1969 for the implementation of Negro History and Culture as an elective course in the schools, as well as for use in integrating the social studies disciplines and other disciplines wherever applicable.

Two curriculum bulletins, *Black Literature for the Junior High School* and *Black Literature for the Senior High School*, were published in early 1970 for use in Dade County schools.

A teacher's guide intended as an instructional resource for those teachers conducting an elective credit social studies course entitled *Human Relations* is ready for 1970-1971 use. The major areas of emphasis are social perception, the communication process, the nature of conflict and criticism, methods of resolving conflict, and positive interpersonal relationships. An interdisciplinary approach is utilized, with concepts and generalizations taken from social psychology, sociology, and psychology.

A curriculum bulletin, *Sociology*, is being published for use in the 1970-1971 school year, providing instructional material not presently available for this one-semester elective course for high school students. Suggested activities are designed to give students an understanding of the many complex problems of human relations in our society and a greater awareness of social interaction.

SPECIAL STAFFING

Cognizant of the importance of effective flexible staffing on all levels within the schools, Dade County Public Schools' desegregation activities have included modification of organizational structures to achieve both academic and social goals. A variety of special staffing was provided in 1969-1970; included were the following:

- *Three assistants to district superintendents helped to establish and maintain liaison with citizen groups and community agencies.*
- *Sixteen positions were created to provide additional administrative aid to principals at schools with the most critical problems.*

- *Twenty-four county and district program specialists were reassigned from their original duties to a semester program of curriculum support in schools where problems had arisen following the transfer of teachers.*

- *To improve the quality of education, obtain an authorized racial balance, and decrease the teacher-pupil ratios, 14 new instructional positions were added to some schools in the North Central and South Central Districts.*

- *Final school desegregation was effected in February, 1970, when Dade County was directed to transfer more than 2,000 teachers in a faculty desegregation move designed to produce racially-balanced school staffs.*

In March, 1970, federal funding for a Dade County Title IV proposal provided nine human-relations specialists, project manager, secretary, and facilities in a support-team effort for school and district human-relations activities. These specialists, with their intergroup experience, facilitated adjustments relevant to the staff desegregation of February.

The Title IV program described above has been refunded for the 1970-1971 school year, beginning August 1, 1970, and the nine specialists will continue their services, including preventive and corrective programs, to assist each school in increasing faculty unity, working with schools on communications problems involving the color gap and the generation gap, counseling with teachers having difficulty adjusting to new assignments, and working with community leaders and agencies to support the total school program.

Special staffing activities in 1970-1971 will emphasize the extension and expansion of the more effective 1969-1970 programs, plus addition of three administrative assistants in district offices to work with citizen groups and community agencies, sixteen assistants to principals to aid in desegregation activities, and 22 additional personnel for improvement of program quality and maintenance of racial balance at Edison Middle School, Coconut Grove Elementary, J. R. E. Lee Elementary and Ludlum Elementary School.

FUTURE PLANNING

Included in plans for the future are courses and institutes to support desegregation, with major emphases on ethnic cultures, human relations, and classroom management. There will be workshops in the areas of community involvement and implementing humanistic curriculum. In addition to programs for instructional personnel, there will be a continuing series of seminars for pupil personnel workers. Long range-projects being developed by the Human Relations Intergroup Team funded under the Title IV project described earlier include plans for:

- *more effective inter-racial relations*

- *more effective communication among all members of the school community*

- *more effective classroom management based on mutual respect between teachers and students*

- *more effective flexible staffing*

- *more effective school/community relations*

System models for tandem counseling, faculty cadres, student council representation, and the like are being considered, along with other activities and techniques designed to reach our goals.

The combined efforts of all personnel—in recent years, at the present time, and in the future—are essential to achieve good racial relationships and understandings within the Dade County Public Schools.